MADRAS INSTITUTE OF DEVELOPMENT STUDIES

— REVIEW & PERSPECTIVE

madras institute of development studies - review and perspective

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1978

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The Madras Institute of Development Studies was founded in January 1971 as a trust by Dr. Malcolm S. Adiseshiah and Mrs. Elizabeth Adiseshiah with a four fold objective:

(a) To undertake studies and research pertaining to development problems with special reference to the agro-rural aspects of Tamil Nadu and the problems of the economically and socially backward sections of the population throughout the country;

(b) To conduct seminars and conferences on development problems and programmes of the state;

(c) To foster inter university co-operation among the social scientists of the universities of the four southern states and to promote inter-disciplinary research; and

(d) To bring out publications relating to the above three functions.

During 1976 the Government of India through the Indian Council of Social Science Research, New Delhi, sent a mission

headed by Prof. D. T. Lakdawala to study the possibility of developing the Institute into a National Institute of Social Science Research. On the basis of the recommendations of the mission the Institute was reconstituted as a National Institute in March 1977 under the joint sponsorship of the Government of India through the Indian Council of Social Science Research and the Government of Tamil Nadu with a Governing Council comprising of representatives of the ICSSR and State Government and of the Universities of the four Southern States, the original trustees of the Institute and co-opted social scientists. The trustees gifted to the reconstituted National Institute its land and buildings, its library, furniture and equipment and a cash endowment of Rs. 3.5 lakhs in fixed deposit to become Rs. 5 lakhs in 1978. Dr. Malcolm S. Adiseshiah has also arranged to donate to the Institute an annual recurring contribution of Rs. 60,000 during his life time.

Dr. Malcolm S. Adiseshiah served as the Director of the Institute from its inception till June 1978. Dr. C. T. Kurien took up charge as Director of the National Institute in July 1978.

THE PAST — A REVIEW

During the first seven years of the Institute its activities followed the four-fold objectives stated above and can be reviewed under those heads:

Studies : The Institute has conducted studies in a very wide range of areas the details of which are given in Appendix I. Most of these studies were done in consultation with the Departments of the State Government dealing with agro-rural problems, in particular the Department of Agriculture, the Department of Labour and Employment, the Department of Education, the Department of Social Welfare, and the Department of Rural Development and Local Administration. The report of the studies appearing as the publications of the Institute were presented to the appropriate departments with suggestions for necessary follow up actions. The Institute has also undertaken studies on behalf of the ICSSR and UNESCO.

Seminars and Conferences : An important part of the activities of the Institute has been the monthly seminar which has been meeting on the last Thursday of every month without a break from 1971. The annual themes of the seminars were :

Development Problems of Tamil Nadu—1971
Science and Technology for India and Tamil Nadu—1972
Perspective Plan for Tamil Nadu—1973
Tamil Nadu Fifth Five Year Plan—1974
Current Problems in Tamil Nadu—1975
Mid Fifth Plan review of Tamil Nadu—1976
Sixth Plan Perspectives of Tamil Nadu—1977

In 1975-76 there was a special seminar on the Development of Education in Tamil Nadu 1976-86 which met on the last Friday of every month to work out at the request of the ICSSR the problems and perspectives of educational development in the State.

The Institute also sponsored three major conferences, conference on Consumer Oriented Research and Conference on Techniques of Perspective Planning, both in 1971 and conference on Plan Implementation in 1973.

Inter-University Co-operation : Every year from December 1971 the Institute with the co-operation of the Southern Regional Centre of the ICSSR has organised a two day meeting of the Heads of the Social Science Departments of the Southern Universities. Seven such meetings have been held during December of every year at which some 30 Heads of Departments (a) review the problems faced in post graduate teaching and the progress made in research, agree upon the means of improving both teaching and research and the recommendations to be made to the Vice Chancellors, the UGC and the ICSSR in this important area, (b) exchange information on the writing and production of text books and (c) plan the summer interdisciplinary workshop.

The summer workshops initially were meant for Ph.D. candidates and research guides in economics of the South Indian Universities and were held in Madras, in 1971, Waltair in 1972 and

Dharwar in 1973. These led to the Institute's publication *A Guide to Research in Economics* which has now become the most widely used reference book by research scholars all over the country.

From 1974 onwards the summer workshop broadened into an interdisciplinary research methodology workshop bringing together every year 25 to 40 social scientists from the Southern Universities in an attempt to evolve appropriate methods and tools of analysis for an interdisciplinary approach to social problems. These workshops were conducted as follows:

May 1974 — Who are the Poor? — Hyderabad
May 1975 — Regional Planning as a means of removing poverty — Mysore
May 1976 — Indicators of Rural Levels of Living — Coimbatore
May 1977 — Village Studies — Hyderabad
May 1978 — Village Studies — Kottayam

Publications: The publication programme of the Institute has included the publication of the studies conducted by the Institute (for full list of publications please see Appendix B) as well as the *Monthly Bulletin*. The *Bulletin* carries every month a survey of the main developments in the economic, educational and scientific fields primarily in the state, but also in the country and the world, the paper presented during the previous month's seminar and another article of general interest as also book reviews and announcements regarding the programmes of the Institute. The summer special issue of the *Bulletin* has also been reporting on social science research conducted in the University, Colleges and research Institutes in Tamil Nadu which has been acclaimed as a very useful piece of information for research workers.

Recognition: In 1976 the University of Madras and the Institute entered into an agreement under which the Institute is recognised by the University for training M.Phil. and Ph.D. scholars for the University.

THE FUTURE — A PERSPECTIVE

The reconstitution of the Institute as a National Research Centre within the frame-work of the ICSSR has provided an opportunity to take a fresh look at the research orientation of the Institute. The special nature of research into social problems and the role of the Institute in such research have been discussed in a note prepared by Dr. C. T. Kurien just before he took up the Directorship for presentation to the Governing Council, and which has subsequently been endorsed by the Council. The note is reproduced below :-

Research Orientation of the Institute : Research usually is considered to be part of the professional activity of the academics, especially those functioning in institutions of higher learning. In recent times the world over, and in our own country also, there has been a tremendous expansion of higher education and of institutions related to it. It is well known also that when there is large scale expansion there will also be a tendency for certain kinds of division of functions to develop. Research as a specialised activity concentrated in, although not confined to separate institutions set up to pursue it can be considered to be part of that process of expansion and diversification of knowledge. This is true to some extent and a corollary of it is that Institutes like ours must maintain and reinforce links with other institutions of higher learning, universities and colleges in particular.

But it is important to examine whether the rationale of specialised research agencies and institutions, especially those concerned with research on society, should be sought solely in the expansion, diversification and sophistication of knowledge. In other words should research institutes attempt a mere extension of knowledge accompanied by the sophistications that may go with it, or should they have a qualitatively different orientation to research? This is the most important question in defining the nature of activities of institutes like ours. In attempting an answer to this question it may be recalled that the social philosophy of the past century accompanied by the traditions of an even earlier period had led to those pursuing knowledge to become somewhat isolated from the rest of society. Detachment from the

pressing problems of the day was considered to be one of the hallmarks of the scholar. The community of scholars was to be protected by themselves or by others from the mundane issues and mounting pressures around them so that they could concentrate on the pursuit of knowledge. In this process knowledge itself came to be confined to the halls of learning and books and libraries came to be the chief sources of knowledge. Protection provided to the scholars was certainly a source of encouragement to the best among them to get on with their job, but it also led to an unhealthy, and in the final analysis untenable, isolation of scholars and scholarship from the rest of society. The isolationism that developed was true about practically all aspects of learning, but it became more pronounced in the case of research which became still more specialised and hence still more exclusive activity even within the general area of learning. The background we are dealing with, therefore, is one whereby research was twice removed from the normal life of society.

The isolation of learning and research from society has had a very pernicious impact on disciplines purporting to study society and social issues. In the case of the physical and natural sciences the environment of social detachment could have enabled the scholars in these areas to turn more intensively into their own fields of study, and thus become more creative. But in the case of the social sciences detachment from society cut them away from their areas of enquiry also. Thus a great deal of the "development" of the social sciences in the past couple of centuries or so, particularly since the middle of the nineteenth century was almost completely unrelated to their true subject matter, viz., the issues of the actual society.

One may agrue that a science detached from its subject matter cannot really progress, and this is true. And so it is something of a paradox that the social sciences (particularly economics) have witnessed a prolific growth in the past century. How does one explain this puzzle ?

The answer to the puzzle is to be seen in the recognition of the fact that intellectual activity has an amazing capacity to create and recreate its own worlds. In our age of many spectacular

scientific inventions it is all too easy to forget that the greatest inventive power of man is the power of the mind to create worlds and even universes. This creativity of the mind is both the greatest asset and the subtlest danger of all intellectual enterprises. It is an asset in so far as it enables the mind to make sense of the world around, to understand it and interpret it. In the realm of research the creative fecundity of the mind is seen in the power to abstract, to distinguish between what is important and unimportant, to inter-relate, and thus to arrive at what is the essence. It is through this process that concepts are formed constructs are designed and theories are developed. Without such creativity there is no research at all in any meaningful sense. However, this creativity is potentially dangerous as well because there is little to prevent the process from becoming self-contained and self-perpetuating. It can then become the source of the proliferation of knowledge, but a knowledge divorced from reality.

The world of the scholars' making has many distinguishing characteristics. Because it is built on abstractions and on created concepts it is essentially a logical world. And it is in the essence of logic to crave for completeness, for concepts derive their meanings only in their interrelationships with other concepts and hence there is a natural propensity for the world of the scholar to become complete in itself in terms of its internal-inter relationships. The primary concern in the intellectual world thus becomes that of the internal consistency. In a logical world there are many rigorous procedures to ensure internal consistency and hence scholarship soon comes to be identified with the rigorous search for consistent procedures. In the course of such a quest more and more powerful tools of analysis are developed which open up another area for further scholarly endeavours. The perfecting of tools and the designing of new tools to deal with old problems engage the attention of another group of savants. Even the real world is not altogether ignored. Ways are designed, including "empirical studies" to accommodate in a Procrustean manner the real world into the world of intellectual imagination.

When this is what learning and research is all about, it will be meticulously rigorous, increasingly precise and quantitatively oriented (for quantity is more conducive to rigour than anything

else) highly sophisticated and substantially multiplicative. The knowledge explosion of our times is to a large extent the natural result of these tendencies and bears their stamp quite clearly. There is one more aspect to the phenomenon that must be noted. Like many other areas of life in the contemporary world, scholarly work is also becoming increasingly internationalised. Professionals in one part of the world communicate, in fact can only communicate, with other professionals, and between professionals national boundaries and cultural peculiarities do not become major barriers. The only barriers that stand between professionals are the ones that they themselves set up — the arbitrary but extremely thick and strong disciplinary boundaries which also proliferate as knowledge proliferates.

Where the purpose of research is seen to be primarily that of the personal and professional advancement of the scholar or even that of making a contribution to the ongoing process of the expansion, diversification and sophistication of knowledge, all these, including the rigidly narrow specialisation, may turn out to be of great advantage. But if the subject matter of the social sciences is indeed the real social world and not the simulated world of the 'scientists' and if the primary task of research is to bring knowledge to bear upon real and complex social problems, the present ethos of the academic world may be a high hurdle indeed. The choice of research problems may be decided more in terms of their international acceptance than in terms of social needs. Worse still, the analysis of chosen problems may be circumscribed by the available tools of analysis whether or not they are the kinds needed for a proper understanding of the areas of concern. This sort of situation is not peculiar to our country or merely to the poorer parts of the world where admittedly there are many social problems that remain glaringly beyond professional concern and competence. It is a world wide phenomenon recognised and lamented by scholars who are gradually becoming aware of the futility of much of what goes on in the name of science and scholarship.

It is in this context that one must look for a new orientation to learning and to research. The main thrust of that new orientation is to break the isolation of the science - and of the

scientists—from the social reality that surrounds them, and to change the course of the development of the science which is moving very rapidly, but on the wrong track.

The role of the Institute like ours is to make a decisive, though possibly modest, contribution in this creative but difficult area. Our work, therefore, will have to have a qualitative difference, some aspects of which may be touched upon.

In the first instance it must be noted that the difference consists of not merely in moving into applied research from what is frequently referred to as pure research. If it can be shown, as has been attempted above, that what is usually called 'pure' research in our disciplines at least, is terribly impure and corrupted, that sort of dichotomy ceases to have much meaning.

The difrerence is not between 'policy oriented' research and 'fundamental' research either, for although policy issues will certainly come within the purview of the kind of research postulated, what is required is more and not less fundamental research.

Wherein, then, does the difference lie? The following aspects may be listed :

The Choice of Areas for Study

Traditionally, research problems come up from within and in relation to the professional discourses and debates. It is to the bibliographies and footnotes in books and professional journals that one usually turns in search of topics for research. This must certainly continue, but the choice of areas of study must also be related to discussions in a wider social frame work. Social scientists must listen to a much wider cross section of society—administrators, ordinary workers, policy makers, other commentators on social problems,—to decide what are the social issues on which factual evidence, clarity of thought and precision in analysis are required.

The Purpose of Research

When the academic community is generally detached from the rest of society, the purpose of research is to come to have greater understanding of the problems studied either to satisfy intellectual

curiosity or at best with the hope that somebody else will pick up the research findings and put them to use. But the understanding of a problem can only be one step in the social process. Where concrete social problems are taken up for study the purpose must also be to see that a socially satisfactory solution is found through bringing about necessary changes. Hence if the aim of social science research so far was to understand society, it must now become to change society.

The Procedures of Research

In the context of a problem-oriented approach whose purpose is to solve problems and thus change society, the rationale of research, especially fundamental research is to be seen in the need to move from the recognition of a particular problem to an understanding of it within a wider context or in terms of its essence. If the concern for particular problems is not to lead to isolation and to consequent misrepresentation there must always be search for wider frames of social analysis. The particular and the general will then become mutually replenishing leading to a better understanding of both. In the area of social sciences the dialogue between the particular and general is not common. One reason for this is that the tools of analysis are such that they are geared to a study of either the particular and proximate or the general and epochal. Hence in a new orientation to research it is necessary to be engaged in the quest for broader frames and more amenable tools of analysis. In this process it will also become necessary to transcend the conventional disciplinary boundaries.

Against this background of the tasks of the Institute one may also outline the nature of its functioning.

The tasks described above are in fact so vast and deep that our Institute by itself or even a chain of similar centres cannot aim to achieve them all in any foreseeable future. But the function of the Institute is not to become a sole agency attempting a new and difficult task. Its function is primarily two fold: first, to be conscious of the new objectives and to concretise them in its own work; and second, to serve as a catalyst or service station to other agencies in and sections of society engaged in similar pursuits. In this sense the functioning of the Institute can be thought of as essentially 'relational'. In its functioning the

Institute must try to relate itself to and interact with the following :

(i) Academic institutions, especially Universities, Colleges and other research institutes with similar interests.

(ii) Institutions and agencies directly concerned with social problems although not explicitly involved in the study of society, as for example medical and engineering institutions.

(iii) Institutions and agencies directly engaged in social activities, as for instance, trade unions, voluntary agencies, chambers of industry and commerce.

(iv) Policy formulating and decision making agencies in society such as government and its many administrative departments and agencies, banks, newspapers and political parties.

Interacting with such institutions and agencies the Institute will be able to enter into a variety of social problems to understand the dynamics of social change and to make its contribution in directing change along desired lines.

The internal set up and working of the Institute also must be geared to achieving this objective. Administrative functions must be reduced to the minimum and the hierarchical pattern of functioning must be avoided. And while individual members of the Institute will, out of necessity, continue to be specialists in different aspects, within the Institute also there must be frequent interactions so that the new ethos becomes a reality.

PROPOSED PLAN OF ACTIVITIES : 1978-79 to 1982-83

In the five years starting in 1978 when the Institute will become a full fledged National Institute, its programme of activities will be directed along the following lines :

I. RESEARCH

1. Data Base of the Tamil Nadu Economy

Data pertaining to the Tamil Nadu Economy are supplied by the Director of Statistics and other departments of the government

and are now published in *Tamil Nadu — An Economic Appraisal.* Recently the coverage and quality of the data have considerably improved. And yet research into various aspects of Tamil Nadu Economy has brought to light some gaps in the statistical information pertaining to the State, especially at the district and taluk levels. At the taluk levels, for instance, the data source in Tamil Nadu is not as extensive or as satisfactory as in some of the neighbouring states. It has also been observed that the compilation of statistics at the lowest levels from which more aggregated data are derived needs considerable improvement.

The Institute proposes to set up a unit on the Data Base of Tamil Nadu Economy to scrutinise existing data, to identify the gaps and to suggest measures for improving the quality of statistics, particularly at the lower levels. The services of this unit will take into account the requirements of users of data, the government as well as researchers, and review procedures of data collection and processing from this angle.

The Institute will also try to become an appropriate documentation centre for the State bringing together data put out by agencies of the Central and State Governments, data compiled by other research units and also data arising from grass root research conducted by individuals and private agencies.

2. District Studies of Tamil Nadu

Recent studies on problems of economic change have shown that to come to grips with the totality of the process of economic change it is necessary to examine all aspects of economic activity in a given region. With this in view the Institute proposes to undertake a series of District studies in Tamil Nadu, viewing the district in terms of its taluks and blocks thereby coming to have an even more disaggregated view of the functioning of the economy. These studies will be closely related to the data scrutiny as described in (1)

3. Other Studies in Tamil Nadu

In the past the Institute has done a series of studies on specific problems relating to the agro-rural economy of Tamil Nadu in consultation with the Departments of Government

particularly those related to rural development. The Institute proposes to continue such studies.

4. Research with All-India Perspectives

As a National Research Institute, the research work of the Institute cannot be confined to Tamil Nadu. At the same time the Institute must be judicious in the efforts to undertake research schemes with wider scope. In the next five years two kinds of studies are under consideration.

(i) Inter-State Comparisons of South Indian States

The Institute proposes to work out a scheme of collaboration with research institutions in the neighbouring states [in particular Centre for Development Studies, Trivandrum, Institute for Social and Economic Change, Bangalore, and Institute of Economic Development, Hyderabad] for a series of inter-state comparative studies relating to Tamil Nadu, Kerala, Katnataka and Andhra Pradesh.

(ii) All-India Studies on Special Problems

The Institute will collaborte with the ICSSR in undertaking all-India studies on special problems. It has been suggested that the research work recently completed by Dr. C. T. Kurien on changes in rural Tamil Nadu, 1950 to 1975 can form the model for similar studies pertaining to other states. The Institute proposes to coordinate a programme of such studies in the coming years.

5. Theoretical Research

While the emphasis of the Institute will be primarily on applied research of the kind described in sections 1 to 4 above, it does not believe in the compartmentalisation of applied and theoretical research. The two must be mutually reinforcing. Empirical resarch must be based on theoretical insights and must lead to theoretical formulations. In particular the grass root level research of the Institute must be geared to clearer theoretical formulations of the working of the economy. With this in view the Institute will collaborate with the centres of theoretical research, the Universities in the State and postgraduate colleges in the city,

especially the autonomous colleges. The Institute has set up a Long Term study Poject on the Indian Economy to bring together once a year scholars in different parts of the country who are searching for new analytical tools and conceptual frames for understanding the working and problems of the Indian economy.

6. Inter-disciplinary Research

In order to come to have a better comprehension of the social reality, and in view of the lead the Institute has given in the past to an interdisciplinary approach, the Institute will continue to be open to collaboration in research work of an interdisciplinary nature, It will also cotinue its efforts to be activley involved in the search for appropriate methods for interdisciplinary research, particularly through its Interdisciplinary Research Methodology Workshop.

II. TRAINING PROGRAMME

1. Research Degree

The Madras University has recognised the Institute as a Centre for research leading to its M. Phil. and Ph. D. Degrees. The Institute will give top priority for organising an M. Phil. programme both for those who wish to qualify for that degree (teachers from affiliated colleges) and those who wish to use it as a training for further research (Ph. D. candidates). All faculty of the Institute qualified to guide research will also be engaged in supervising Ph. D. candidates.

2. Special Training Programmes

From time to time the Institute will conduct special training programmes such as Refresher Courses for college teachers (in collaboration with the University and Colleges) and orientation programmes for field workers (in collaboration with other research agencies).

3. Teaching Programme

Just as the Institute does not subscribe to the view holding empirical and theoretical research in isolation, it also does not accept the alleged divorce between research and teaching. These

again are mutual reinforcing activities. Hence the Institute will permit and encourage its senior faculty to devote upto 20 per cent of their working time for teaching in collaboration with the university and the affiliated colleges, the autonomous colleges in particular.

III. PUBLICATIONS

The Institute will continue its activity of bringing out research papers, occasional papers and monographs. It will also continue the Monthly *Bulletin.*

For the next two or three years it also has under consideration the publications of a series of empirically oriented study material for collegiate teaching for which it will enlist the cooperation of researchers and academic personnel throughout the country.

IV. OTHER ACTIVITIES

The Institute will continue the monthly seminar and will play its part in stimulating and sustaining the intellectual life of the city and the State. The Institute also proposes to continue the annual meetings of the Heads of the Departments of Social Sciences of the Universities of the four Southern States.

APPENDIX - I

Studies conducted by the Institute

The following studies have been completed under the supervision of Dr. Malcolm S. Adiseshiah.

FOR THE GOVERNMENT OF TAMIL NADU

(a) Department of Agriculture

1. Economics of Dry Farming Technology for Tamil Nadu [1971]
2. Land Reform in Tamil Nadu [1972]
3. Returns to Minor Irrigation in Tamil Nadu [1973]
4. Income and living levels of Small Fishermen in Tamil Nadu [1974]
5. Operational Efficiency of Small and medium Plantations in Tamil Nadu [1975]
6. Economics of Multi-Crop Economy for Thanjavur District [1976]
7. Paddy and Rice Marketing in Northern Tamil Nadu [1976]
8. Economics of Sugarcane Cultivation in Tamil Nadu [1976]

(b) Department of Labour and Employment

9. Rural Employment in Tamil Nadu [1975]
10. Unemployment among the ITI Trainees in Tamil Nadu [1975]
11. Matching Employers' Demands and Education Output [1975]

(c) Department of Education

12. Survey of Non-formal Education in Tamil Nadu [1975]
13. Rural Primary Education and Adult Literacy in Tamil Nadu [1976]

(d) Department of Social Welfare

14. Income-Earning Trends and Social Status of the Harijan Community in Tamil Nadu [1971]
15. Nutrition in Tamil Nadu [1972]
16. Poverty & Wage goods supply in Tamil Nadu [1973]
17. Women's Welfare in Tamil Nadu [1974]

(e) Department of Rural Development and Local Administration

18. Rural Housing in Tamil Nadu [1976]
19. Returns to Link Roads Investment in Tamil Nadu [1976]

FOR THE UNIVERSITIES IN THE SOUTH

20. A Guide to Research in Economics [1972]
21. Introduction to Mathematics and Statistics for the students of Economics [1973]

FOR THE I.C.S.S.R.

22. Educational Problems of Scheduled Castes and Scheduled Tribes in Tamil Nadu [1973]
23. Review of ICSSR Fourth Plan and Prospects for the Fifth Plan [1973]
24. Employment Profile of Scheduled Castes and Scheduled Tribes [1973]
25. Educational Plan for Tamil Nadu [1976-1986]
26. Some Educational Problems of Tamil Nadu [1976]

FOR UNESCO

27. Learning To Do [1975]
28. Manual of Literacy Statistics [1976]

APPENDIX - II

Publications of the Institute: 1971-1978*

1. Income Earning Trends and Social Status of the Harijan Community in Tamil Nadu—A Vagiswari—1972
2. Economics of Dry Farming in Tamil Nadu—R. K. Sampath & Jayalakshmi Ganesan—1972
3. Nutrition in Tamil Nadu—Rajammal P. Devadoss—1972
4. A Guide to Research in Economics—C. T. Kurien—1973
5. Land Reforms in Tamil Nadu—G. Venkataramani—1973
6. Poverty and supply of Wage Goods in Tamil Nadu—M. Ramamurthy—1974
7. Women's Welfare in Tamil Nadu—K. G. Rama—1974
8. Minor Irrigation in Tamil Nadu—G. Venkataramani—1974
9. Small Fishermen in Tamil Nadu—C. Selvaraj—1975
10. Rural Employment in Tamil Nadu—J. Vishwanathamurthy & C. L. Narasimhan—1976
11. Plantation in Tamil Nadu—R. Ethiraj—1976
12. Rural Housing in Tamil Nadu—V. Rengarajan—1976
13. Tribal Welfare in Salem District — Role of Government & Voluntry agencies—S. Ramanathan—1976
14. Status of Unemployment among ITI Craftsmen—T. C. Mohan & C. L. Narasimhan—1977
15. Link Roads in Tamil Nadu—V. Rengarajan—1977
16. Rotation of Crops in Thanjavur District—M. Srinivasan—1978

IN THE PRESS

17. Rural Primary Education and Adult Literacy in Tamil Nadu —Alexander Joshua
18. Paddy and Rice Marketing in Northern Tamil Nadu—Barbara Harriss

19. Introduction to Mathematics and Statistics—N. Rajagopala Rao & V. Lakshmanna Rao
20. A Study of Rural Poverty and Inequalities in a Developed District—B. Sarveswara Rao

OTHER PUBLICATIONS

1. Plan Implementation—Problems and Prospects of the Fifth Plan—Malcolm S. Adiseshiah
2. Techniques of Perspective Planning—Malcolm S. Adiseshiah
3. Educational Problems of Scheduled Castes & Scheduled Tribes—S. Ramanathan
4. Employment Profile of Scheduled Castes and Scheduled Tribes—S. Ramanathan
5. Social Science in Retrospect and Perspect—Malcolm S. Adiseshiah
6. Towards A Functional Learning Society—Malcolm S. Adiseshiah
7. Learning To Do—Malcolm S. Adiseshiah
8. Manual of Literacy Statistics—Malcolm S. Adiseshiah
9. Indian Economics Journal Conference Number 1974 — Malcolm S. Adiseshiah (ED)

★ The publications listed here can be obtained from:

M/s. Sangam Publishers,
11, Sunkurama Chetty Street, Madras-600 001